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ABSTRACT

This annual report presents the accomplishments of Jefferson College in the area of student services for 1983-84, and identifies areas of concern and ways these concerns are to be addressed in 1984-85. Introductory material provides an overview of some of the most important accomplishments of the student services division, including: (1) the reintroduction of faculty into the student academic advising system; (2) an analysis of job functions for all student services personnel and revision of job descriptions; (3) an emphasis on a team approach among certified and classified staff; (4) contacts by field services personnel with over 3,900 people through college days, high school visits, and campus tours; (5) the initiation of a telephone registration option and an orientation program for new students; (6) the development of a nontraditional careers for women program; and (7) a 45% increase in financial aid awarded. Next, a report is provided for each student services function: field services, student orientation, admissions and records, counseling services, nontraditional careers for women, student services at Jefferson College North, high-school level vocational guidance, financial assistance, student activities, job placement, Job Training Partnership Act activities, job search program, and services to handicapped students. (LAL)

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JEFFERSON COLLEGE

STUDENT SERVICES

ANNUAL REPORT

FOR

1983-84

JC 840 507

SUBMITTED BY:

JAMES E. SELBY
DEAN OF STUDENT SERVICES

JUNE, 1984

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STUDENT SERVICES

ANNUAL REPORT

1983 - 84

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INTRODUCTION

BY

JIM SELBY
DEAN OF STUDENT SERVICES

INTRODUCTION

by

Jim Selby, Dean of Student Services

This annual report not only presents accomplishments of the 1983-84 year but also areas of concern and how those concerns will be addressed during the 1984-85 year. An annual report is not a static document; it is a blueprint for the future.

By practically any measure 1983-84 was a good year. The Student Services staff, who had worked for one of the premier Deans in Missouri, Norman Turnbough, had to adjust to a new Dean. The entire staff made the new Dean feel at home and responded well to him. Carole Norman is secretary to the Dean and is especially helpful. The accomplishments of each area are listed by student service function later in this report, but some of the most important accomplishments in Student Services during 1983-84 were:

- the reintroduction of faculty into the student academic advising system.
- an analysis of job functions for all student services personnel and revision of job descriptions to better meet the needs of students.
- an emphasis on a team approach to meeting the needs of students, involving certified and classified staff in the decision-making process.
- contacts by Field Services personnel with over 3900 people through a variety of college days, high school visits, and campus tours.
- the initiation of a telephone registration option for students planning to take 6 semester hours or less.
- the initiation of an orientation program for new students which ties directly to the preregistration system.
- the purchase of DISCOVER, a computer-assisted career planning program for use during 1984-85.
- a renewed emphasis on transfer from Jefferson College to four-year colleges.
- a remarkable increase in student use of the Career Center.
- the development and implementation of student services at Jefferson College North.
- the development and implementation of a nontraditional careers for women program.
- a greater emphasis on immediate counseling for Area Vocational School students with problems.
- a 45% increase in the amount of financial aid awarded to students.

- a good placement record in spite of slow economic growth in the area.
- the best attendance in years for Homecoming Week activities.
- the development of student services for JTPA students, including efforts to make them more a part of the "regular" college scene.
- the phasing out of the CETA Job Search program with implementation of the best parts of that program into the JTPA program.

The remainder of this report highlights each Student Services function; the format for each function is the same:

1. A brief description of the responsibilities of each job function.
2. A listing of noteworthy accomplishments during the past year.
3. A listing of areas of concern.
4. A listing of 1984-85 objectives designed to deal with the areas of concern with target dates for each objective.

We hope anyone who reads this report will find it meaningful and clear; it has certainly been meaningful to the Student Services staff to write it and to look forward to 1984-85 with enthusiasm and optimism.

OFFICE OF FIELD SERVICES

BY

PETE ROSS
DIRECTOR OF FIELD SERVICES

Office of Field Services

by

Pete Ross, Director of Field Services

The Office of Field Services is responsible for attracting students to Jefferson and assisting them in the transition to college. The office is completing its third year in existence and has provided a medium by which students can contact the institution or be contacted by the institution without dealing with more than one or two persons. The secretary for the office is Roseann Sanders.

Over the three year period many activities which had been proven effective were retained, others were discarded, and some were modified as necessary.

During the past year the following are noteworthy:

1. Brochures, catalogs and recruiting materials were mailed or delivered to area high school personnel offices, agencies, libraries, senior citizen centers, junior high and grade school faculty lounges, nursing homes, and a variety of other locations.
2. All high schools within the district and a few outside the district were visited on a regular basis with special emphasis on meeting with ninth grade classes.
3. Over 50 campus tours were given to high school students, principals, counselors and faculty.
4. Special flyers, posters and letters were developed to promote various programs including, but not limited to, high-tech programs, TV courses, animal health technology, math classes, and the summer session.
5. Over 900 letters were sent to Jefferson College residents enrolled at 7 state universities informing them of our summer school offerings.
6. Field Services staff were visible and active in the Jefferson Fair, Friends of Jefferson College, Homecoming, and other key college activities.
7. Field Services Office personnel represented the college at ten College and Career Days or Nights with nearly 450 contacts being made at these activities.
8. A display board with important information about Jefferson College was developed and placed in local banks, Career and College Days, the Hillsboro Horseshow, and other appropriate events.

9. Efforts were made to contact by telephone those students who took the ACT test but had not enrolled at Jefferson College as well as those students who enrolled but had not paid for their classes.
10. Over 5000 letters were sent to prospective students, including all high school seniors in the district (with the exception of St. Pius X and Festus).
11. Presentations were made to over 400 ABE students concerning opportunities at Jefferson College.
12. Besides tours for high school counselors and students, other contacts, both on and off campus, totaled 3900 (not duplicated with 79 separate groups touring the campus).
13. The Director also assisted with enrollment and registration activities.

Areas of concern include the following:

1. A more detailed calendar needs to be developed for Field Services activities so that the activities tie directly to objectives of the office.
2. Area vocational high school enrollment has continued to slip.
3. There is a critical need for a recruiting booklet for Arts and Sciences division (a counterpart of Today's Careers).
4. Activities need to be designed to increase the number of high school graduates who attend post-secondary education. Currently only 40% of high school graduates in the country go on for any type of post high school education.
5. Efforts need to be made to attract more high-ability students (top 25% of each graduating class) to Jefferson College.

Objectives for the 1984-85 school year include:

I. To develop a calendar of Field Services activities for the 1984-85 academic year.
   A. Develop objectives and discuss them with Dean Selby. (July, 1984)
   B. Review activities of past year; retain activities which were effective; develop new activities; arrange each activity under the appropriate objective. (August, 1984)
   C. Assign completion dates. (August, 1984)

II. To increase Area Vocational High School Enrollment for 1984-85.
   A. Administer recruiting questionnaires to currently enrolled students. (May, 1984)
   B. Explore ramifications of new state graduation requirements. (July, 1985)
   C. Schedule fall on-campus tours by junior classes. (September/October, 1984)
   D. Host dinner and tour for math and industrial arts instructors. (September, 1984)
   E. Produce slide-presentation. (October, 1984)

III. To produce a recruiting booklet for the Arts and Sciences division (a counterpart of Today's Careers).
   A. Develop a tentative outline of content. (July, 1984)
   B. Write rough draft, with assistance of OPI. (July, 1984)
   C. Have draft reviewed by Arts and Sciences faculty, high school counselors, current students, and Student Services staff. (September/October, 1984)
   D. Select photos. (December, 1984)
   E. Publish booklet. (January, 1984)

IV. To develop activities designed to increase the number of high school graduates who attend post-secondary education.
   A. Identify non-college bound seniors at each local high school. (June, 1984)
   B. Develop recruiting strategies appropriate to each school. (December, 1984)
   C. Evaluate results. (October, 1985)

V. To develop activities designed to attract high ability students (top 25% of each graduating class) to Jefferson College.
   A. Identify target population. (September, 1984-June, 1985)
   B. Make presentations to appropriate high school classes. (On-going)
   C. Call students. (September, 1984-June, 1985)

STUDENT ORIENTATION

BY

LESLIE WIESER

Student Orientation

by

Leslie Wieser

In the past Jefferson College has provided new students with a brief orientation session on the Friday prior to the start of the fall term. The session attempted to accomodate 400 students and present them with a brief orientation and campus tour. The program lacked personalized attention and attempted to orient the students in a very short time period.

A possible solution to the problem was the institution of a new program called OARS (Orientation and Registration Sessions). The sessions began in April, 1984 for new students who had applied for summer or fall terms. They were invited to OARS programs in groups ranging from 15-40 students. During the OARS session the students were each given a folder containing a variety of pertinent college information. The Student Services staff members reviewed various areas with the students, such as registration procedures, financial aid, student activities, etc. After the orientaion session, which usually lasted about 50 minutes, students were assigned counselors to assist them in the registration process. Once the registration process was completed the students were asked to complete an evaluation of the program, and the vast majority rated the program very high. Campus tours will be held during the last week of August.

Since the program is brand new, everything done this year was noteworthy. However there are several areas of concern:

1. We need to find ways to increase attendance at the earlier OARS sessions by working more cooperatively with area high schools.
2. The present orientation program needs to accommodate various types of students.
3. We need to conduct orientation programs not only for students beginning classes in the fall, but those beginning in other terms as well.

Objectives for 1984-85 school year include:

1. Work with area school counselors to increase the attendance at the early orientation sessions.
   A. The Director of Field Services will meet with area counselors in January to determine the best times to hold the orientation sessions. (January, 1985)

B. The Director of Field Services and the Coordinator of Student Activities will develop a rough schedule of OARS sessions and have area counselors and Jefferson College counselors evaluate it. (February, 1985)
C. The Director of Admissions will redesign the letter sent to students to encourage their participation (March, 1985)
D. Attendance at the early sessions will be monitored and comparisons made with previous years attendance to determine if we were successful. (June, 1985)

II. Refine the present orientation program to accommodate various types of students.
A. Design orientation activities for particular student sub-groups (i.e, adults, GED students, technical students, etc.). (February, 1985)
B. Review the proposed activities with students, counselors, and the Dean of Student Services. (March, 1985)
C. Implement changes for the May, 1985 orientation session. (May, 1985)

III. Conduct orientation programs for students who plan to begin their classes in January.
A. Using the same format as was utilized for the May OARS sessions, invite students to December OARS session. (December, 1984)
B. Have students evaluate the OARS sessions and determine changes that need to be made. (December, 1984)
C. Revise the sessions. (December, 1984)

ADMISSIONS AND RECORDS

BY

SHELDON SIEGEL
DIRECTOR OF ADMISSIONS

Admissions and Records

by

Sheldon Siegel, Director of Admissions

The Office of Admissions and Records is responsible for the admission and enrollment of all students at Jefferson College as well as providing an efficient records system for current and past students. Because the college has been successful in promoting a variety of learning experiences for students including off-schedule courses, learning center courses and special courses the admissions, enrollment and records process is an on-going process. Secretaries assisting with the admissions, registration and records functions include Neva George, Peggy McCraith, Linda Russell, Marlene Scott, and Frankie Settlemoir.

During the 1983-84 school year the following are noteworthy:

1. With cooperation from Computer Services and the Office of Public Information, a schedule of courses is now generated from Student Services through the Office of Public Information via computer and is then printed by OPI for distribution.
2. The volume of applications for admission continues to increase with 1364 candidates being processed. The selective admissions process for students enrolling in practical nursing, registered nursing or animal health technology resulted in 234 candidates receiving guidelines for admission acceptance to these programs.
3. Ninety-five percent of the students completing the ACT assessment at Jefferson College gave a satisfactory rating to the testing conditions.
4. The ACT DISCOVER career planning program was instituted with 84% of the students giving a very satisafactory rating to their computer career planning experience.
5. Processing of registration forms continues to increase with 2140 add/drop transactions taking place and 766 refunds processed.
6. A telephone registration system was developed and publicized with 139 telephone registrations being taken for the 1984 fall semester.
7. While enrollment by veterans continued to drop, 193 students were certified for Veterans Administration benefits.
8. Seventy-two athletes were certified for participation in intercollegiate athletics.

9. Procedures for processing applications for graduation were revised with over 500 applications being reviewed and 428 approved for graduation.
10. Academic probation and suspension policies were modified and approved by the Board of Trustees resulting in 96 students being placed on academic probation during the school year and 32 students being suspended. Of the 32 students suspended 14 were readmitted to enroll in specific courses.
11. A system was developed for disposing of student files and entering data from those files in computer academic history.
12. The number of transcripts being processed continues to grow with 2846 transcripts mailed during the past year.

Areas of concern include:

1. There are still problems with admissions services, especially in improving response time once an application has been received.
2. The present computer records system will be phased out and the new Compass system will take its place. This needs to be done with a minimum amount of disruption to on-going activities of the offices.
3. A system needs to be developed to revise the student records folder and determine its use in admissions, counseling, and graduation.

Objectives for the 1984-85 school year include:

I. Improve admissions services for potential students.
   A. Write to high school counselors to encourage high school juniors and seniors to take the ACT assessment. (September, 1984)
   B. Refer ACT information to Director of Field Services for contact with potential students. (On-going)
   C. Revise the application response system to respond to applications for admission within 10 working days of receipt of them. (September, 1984)
   D. Refine the admissions file system. (October, 1984)
   E. Investigate the need for employing a part-time clerk in admissions. (July, 1984)

II. Develop procedures for transition from the present computer records system to the Compass system.
   A. Hold meetings with computer staff to discuss areas of concern. (July, 1984 and on-going)
   B. Write a procedures manual and update as needed. (April, 1985)

C. Test Compass system thoroughly. (April, 1985)
D. Implement Compass system when all records staff feel confident it will work. (to be determined)

III. Revise the student records folder.
A. Determine the purpose of the folder. (August, 1984)
1. Survey Student Services staff for possible purposes. (July, 1984)
2. Summarize purposes and recommend folder contents for approval by Dean of Student Services. (August, 1984)
B. Write procedures for use of folders. (December, 1984)
C. Revise retention of folders system. (April, 1985)

COUNSELING SERVICES

BY

BILL BAY, COUNSELOR
FRANCIS (BOB) HRONICEK, COUNSELOR
FRIEDA PARK, COUNSELOR
PETE ROSS, DIRECTOR OF FIELD SERVICES
SHELDON SIEGEL, DIRECTOR OF ADMISSIONS
HANK STRAUB, VOCATIONAL COUNSELOR

COUNSELING SERVICES

by

Bill Bay, Counselor
Francis (Bob) Hronicek, Counselor
Pete Ross, Director of Field Services
Sheldon Siegel, Director of Admissions
Hank Straub, Vocational Counselor

The counseling staff of Jefferson College is charged with providing a wide range of career, educational and personal counseling. While career and educational counseling are emphasized, a considerable amount of time is spent assisting students with personal problems so that they can better handle their college studies. It is not uncommon for a counselor to work with twenty or more students per day, especially in the summer months when much of the fall pre-registration is taking place.

In order to provide the best services for students the counseling staff handles various major fields. Bill Bay works with transfer students, especially those in the business and social science areas; he is also the counselor for vocational-technical programs in accounting, business management, and data processing. Hank Straub, vocational counselor, is responsible for all of the other vocational-technical programs with the exception of office systems and technology. Frieda Park counsels students in office technology and spends additional time counseling JTPA clients; in addition she assists Bob Gross with placement activities. Sheldon Siegel, Director of Admissions, is counselor for the science transfer areas as well as those students taking courses to prepare for various nursing fields at Jefferson College. Bob Hronicek is the counselor at Jefferson College North and provides complete counseling services for JTPA programs and regular programs at the center. Pete Ross, Director of Field Services, assists in counseling students during pre-registration times, as does Jim Selby, Dean of Student Services. Leslie Wieser, coordinator of student activities, has conducted orientation programs and assists with registration of students. Nancy Wegge counsels women to encourage them to enter nontraditional career fields as part of her duties as coordinator of the Sex Equity program.

During the past year the following are noteworthy:

1. The faculty advising system was reinstituted with 32 faculty volunteering to assist in the advising of students. (See Appendix)
2. An Evaluation of Counseling form was developed and used with the results being extremely positive. (See Appendix)

3. The DISCOVER career planning system was developed and added to the career center. This system is designed to help students select careers appropriate to their interests, values, and abilities. (See Appendix)
4. Counselor Bill Bay was assigned to work with all handicapped students.
5. A new student orientation and registration program, OARS, was developed to help students make a smooth transition to college.
6. A television program on counseling was developed and aired on Channel 8.
7. A teamwork approach to counseling was developed in which all Student Services staff at one time or another assist with the counseling function.
8. Transfer guides were developed for a number of institutions to assist students in making a smooth transfer to those institutions.
9. Relationships were developed with key personnel at many four-year campuses to also assist with transfer.
10. Counseling services were developed at Jefferson College North.
11. Counselors contacted nearly all students who had earned poor six-week grades during spring term and were able to assist a number of them.
12. The Associate of Arts Degree Plan sheets were substantially modified for use with students in the spring term.
13. The career center was updated with any material older than 3 years being discarded.
14. Counselors worked more closely with Learning Center personnel to identify students with particular study skills and behavior problems.
15. Counseling staff meetings were held to discuss areas of mutual concern.
16. The Women's Sex Equity Program was launched with Nancy Wegge being employed to coordinate it.
17. A retention committee was formed and was made up of Student Services staff and faculty. The committee conducted a study of retention and will present its results during fall orientation for faculty.
18. A small Adult Re-Entry Program was launched to assist adults in handling their transition to college.
19. Counseling services were developed for the Cooperative programs among East Central College, Mineral Area College and Jefferson College.
20. Counselors worked with personnel at General Motors - Wentzville to assist them with their career plans and selection of Jefferson College courses.
21. There was a remarkable increase in the number of students utilizing the career center services, especially interest testing.

22. Graduation check-out procedures were modified and will be further modified and simplified for the following year.
23. A part-time and evening student handbook was developed to make students more aware of the evening services which are provided for them.
24. The number of students enrolled in career planning courses tripled over the previous year.

Areas of concern include the following:

1. There is a lack of secretarial support staff for the counselors, which at times has meant poor services to students, especially in the career center operation.
2. The career center needs considerable updating of new materials to take the place of the obsolete materials which were discarded.
3. The counseling staff feels that we are not doing what we should be doing in the area of student assessment, especially ability testing.

Objectives for the 1984-85 school year include:

I. Refine the educational advising system.
   A. Assign advisers for all new students. (October,1984)
   B. Revise communications with students to make the communications more personalized. (October, 1984)
   C. Revise materials and training sessions for advisers.
      1. Expand information in advisers manual. (August, 1984)
      2. Hold workshop for advisers during staff orientation week. (August, 1984)
      3. Hold four other adviser workshops. (Oct., Dec., Jan., and April, 1984-85)

II. Develop the beginnings of a student assessment system.
   A. Determine areas which may warrant assessment. (July,1984)
   B. Develop data to determine which areas of concern have possible solutions. (October, 1984)
   C. Assign specific assessment problems to staff. (December, 1984)
   D. Present proposed assessment plan to counseling staff.(March, 1985)

III. Improve career planning options for students.
   A. Develop base-line data on utilization of Career Center.
   B. Designate specific certified and classified staff job functions for Career Center. (July, 1984)
   C. Determine what materials should be kept in Career Center. (August, 1984)
   D. Refine DISCOVER career planning course. (February, 1985)

IV. Refine application for graduation procedures.
   A. Revise exit interview form. (July, 1984)
   B. Review present system and suggest changes. (Sept., 1984)
   C. Have counselors react to suggested changes and implement those changes which are warranted. (Oct., 1984)

V. Begin developing a student retention system.
   A. Expand the size and scope of the ad-hoc student retention committee. (Aug., 1984)
   B. Work with committee to develop a systematic approach to retention. (Dec., 1984)
   C. Present final plans for a student retention system to Dr. Henry. (Feb., 1985)

LIST OF EDUCATIONAL ADVISERS

DISCOVER CAREER PLANNING

EVALUATION OF COUNSELING RESULTS

EDUCATIONAL ADVISERS

Lois Boehm	Pre-Education, Undeclared
Lloyd Brown	Undeclared, Pre-Education, Physical Education
Jane Brouk	Speech, Theatre
Tom Burke	Pre-Nursing, Pre-Elementary & Secondary Education
Cliff Castle	Pre-Engineering, Physics
Bill Collins	English, Philosophy, Logic
Jeanne Craft	Pre-Nursing (ADN)
Lynn Cunningham	Sec. Education, Pre-Science, Pre-Engineering, Undeclared, Liberal Arts
Richard Duckworth	Accounting, Business Administration
Barry Ellis	Pre-Education, Undeclared, Liberal Arts
Cheryl Hale	Psychology
Bob Johnson	Pre-Business, Accounting Technology
Trish Loomis	Liberal Arts, Undeclared, Journalism
Tom Maple	Liberal Arts, Pre-Law
Jo McCredie	Art
Harold Oetting	Physical Education
Gary Olson	Data Processing
Dave Oster	Physical Education
Phil Levinson	Data Processing
Judy Riddle	Pre-Education, Undeclared, Liberal Arts
Charles Schlanker	Biological Sciences
Nancy Smith-Walker	Data Processing
Richard Stansfield	Pre-Engineering
Norman Stoecker	Pre-Architecture, Architectural Drafting & Construction Technology
Jo Ellen Stringer	Physical Education
Richard Vaughn	Math
Lynn Walker	Data Processing
Jim Watson	Business Administration, Journalism
Larry Wickerham	Data Processing
Vernon Wolfmeyer	Chemistry, Pre-Engineering
Jane Woody	Pre-Elementary Education, Pre-Education

JEFFERSON COLLEGE
EVALUATION OF COUNSELING

Major Field_____

Counselor's Name Entire Counseling Staff

Date 5/29/84

Evening Division? Yes__ No__

Do you intend to graduate from Jefferson College? Yes__ No__

Would you please help us by evaluating the counselor with whom you have worked most recently? Please do not put your name on this form, and give it to the receptionist at the Student Services Counter when you are through. The results from your evaluation, along with those from other students, will be used by the counselor to help him or her do a better job.

For each question circle the number of the choice which best tells your feelings about the counselor:

1.	Knowledge of matters about which you needed information	3.64	120 - (69%) 4 very knowledgeable	46 - (26%) 3 knowledgeable	8 - (5%) 2 somewhat knowledgeable	-- 1 not knowledgeable
2.	Friendliness	3.70	126 - (72%) 4 very friendly	45 - (26%) 3 friendly	4 - (2%) 2 somewhat unfriendly	-- 1 unfriendly
3.	Patience	3.64	117 - (69%) 4 very patient	45 - (28%) 3 patient	6 - (3.5%) 2 somewhat impatient	1 - (.5%) 1 impatient
4.	Efficient use of time	3.62	140 - (68%) 4 very efficient	53 - (26%) 3 efficient	13 - (6%) 2 somewhat inefficient	-- 1 inefficient
5.	Overall rating	3.52	103 - (60%) 4 superior	57 - (33%) 3 good	8 - (5%) 2 average	3 - (2%) 1 below average

Comments:

DISCOVER PROGRESS SHEET

GUD123 - Career Information (1)

Name _____ Day Phone _____

Address _____ Evening Phone _____

Date of Enrollment _____ Major Area of Study _____

College Hours Completed _____

As you complete the items below, make sure your counselor initials and dates the items which require initials.

	Target Date	Date Completed	Initials
1. Meet with your counselor to plan your use of Discover.	_____	_____	_____
2. Use Discover for at least two hours, more time if needed.	_____	_____	_____
3. Meet with your counselor to review Discover results and plan for additional information and/or testing.	_____	_____	_____
4. Gather additional information, write a one-page summary of your career interests and meet with your counselor to discuss it.	_____	_____	_____
5. Complete an evaluation of Discover.	_____	_____	_____
6. Give this completed form to the Career Center receptionist.	_____	_____	_____

Progress sheet received by _____ on _____

Grade assigned by counselor _____ _____ _____

NONTRADITIONAL CAREERS FOR WOMEN

BY

NANCY WEGGE

Nontraditional Careers for Women

by

Nancy Wegge, Coordinator

Jefferson College, in cooperation with Mineral Area College and East Central College, initiated a sex equity program in March 1984. The program is designed to reduce sex stereotyping and recruit females for programs which will lead to nontraditional employment opportunitie.

During the past year the following are noteworthy:

1. Reviewed Title II, Vocational Education, of the Education Amendments of 1976.
2. Compiled updated statistics on the status of women.
3. Reviewed literature available on sex equity and nontraditional areas.
4. Assembled materials to reduce sex stereotyping for use with counselors, teachers, parents, spouses, community memoers, and females.
5. Designed logo for program-wide use.
6. Developed and disseminated brochures and posters for program publicity.
7. Prepared and presented speeches for radio broadcasts, organization presentations, and seminar sessions.
8. Participated in career days and conferences addressing the sex equity issue.
9. Contacted area superintendents for permission to begin activities in their districts.
10. Worked with Jefferson County Counselors' Association to determine ways this program could enhance their services.
11. Identified services provided by campus departments of counseling, financial aid, adult education, and job placement for maximum utilization in the new program with minimum duplication.
12. Visited each Adult Basic Education class to acquaint students and teachers with the new program.
13. Contacted by mail all Adult Basic Education students enrolled during the 1983-84 term with information about the programs.
14. Interviewed females interested in enrolling in nontraditional training programs.
15. Organized an on-campus seminar for 40 adult females interested in nontraditional careers.

Areas of concern include:

1. Serving the female junior high and high school student.
2. Serving the female enrolled in college who checked "undecided" as her major course of study.
3. Serving the female who is an unsuccessful high technology major in college but wishes to stay in the field.
4. Serving the female who wishes to enter the labor market but needs a GED certificate to qualify for training in a chosen nontraditional occupation.
5. Serving the female who is presently unemployed, underemployed, or employed and would like to retrain to enter a nontraditional occupation.
6. Serving community members and all females to increase awareness of and reduce sex stereotyping.

Objectives for the 1984-85 school year include:

Activities which will be used to reduce sex stereotyping, inform females of a wide range of career opportunities, and recruit individuals into training to prepare them for employment in nontraditional occupations will include the following:

I. Activities for the female junior high school and high school student:
   A. Surveying junior high school and high school mathematics teachers, science teachers, and guidance counselors for input into recommended student activities. (September, 1984)
   B. Conducting workshops for junior high school and high school mathematics teachers and guidance counselors which stress nontraditional occupation opportunities and depict the role they can assume to help make this program successful. (October, 1984)
   C. Disseminating information to parents to stress nontraditional occupation opportunities and depict the role they can assume to help make this program successful. (January, 1985 through April, 1985)
   D. Sponsoring career days and seminars which feature nontraditional speakers and role models. (February, 1985 through April, 1985)
   E. Developing a communication network with secondary mathematics and science teachers, teachers of high technology programs in the three colleges, and counselors at both levels to assure that continual emphasis is placed on opportunities for women to be employed in nontraditional occupations. (September, 1984 & On-going)
   F. Helping to develop activities as recommended by local teachers and counselors. (On-going)

II. Activities for the female enrolled in college who checked "undecided" as her major course of study:
   A. Contacting all named females to increase their awareness of nontraditional occupation opportunities. (July, 1984; September, 1984; & January, 1985)
   B. Providing self-assessment and vocational evaluation activities. (On-going)
   C. Conducting workshops for college guidance counselors and instructors in high technology programs to stress nontraditional occupation opportunities and to depict the role they can assume to make this program successful. (September, 1984)

III. Activities for the female who is an unsuccessful high technology major in college but wishes to stay in the field:
   A. Surveying counselors, mathematics and science instructors, and high technology instructors to determine specific areas of difficulty. (December, 1984)
   B. Contacting all named females to increase their awareness of support services available. (On-going)
   C. Working with developmental learning personnel on each campus to provide assistance in areas in which students are experiencing difficulty. (On-going)
   D. Helping to develop math anxiety workshops or other workshops as determined by counselors and instructors. (January, 1985 & On-going)
   E. Establishing a support group of students enrolled in nontraditional training programs. (September, 1984)

IV. Activities for the female who wishes to enter the labor market but needs a GED certificate to qualify for training in a chosen nontraditional occupation.
   A. Informing all named females of free GED class locations. (On-going)
   B. Visiting GED classes to increase awareness of nontraditional occupation opportunities. (November, 1984)
   C. Sponsoring on-campus seminars which feature nontraditional role models and tours of vocational classrooms and support services. (March, 1985)

V. Activities for the female who is presently unemployed, underemployed, or employed and would like to retrain to enter a nontraditional occupation:
   A. Contacting the Missouri Division of Employment Security and other social service agencies to provide information and brochures which stress nontraditional occupation opportunities. (July, 1984 & On-going)
   B. Contacting other private and public sources which could serve as contacts for females considering nontraditional occupations. (July, 1984 & On-going)

C. Working with adult re-entry programs to stress nontraditional speakers and role models. (On-going)
D. Sponsoring on-campus seminars which feature nontraditional role models and tours of vocational classrooms and support services. (November, 1984 & April, 1985)
E. Developing activities as recommended by local advisory councils. (On-going)

VI. Activities to increase community awareness and encourage all females to consider entering nontraditional occupations.
A. Providing for displays and posters which depict nonsex-bias themes. (On-going)
B. Distributing brochures featuring nonsex-bias themes and role models. (On-going)
C. Writing newspaper articles announcing the upcoming events, or reporting on recent activities. (On-going)
D. Giving nonsex-bias presentations to community organizations. (On-going)
E. Providing nonsex-bias presentations for local radio and cable TV. (On-going)
F. Holding vocational fairs which feature nontraditional occupations. (February, 1985 through April, 1985)
G. Helping to sponsor field trips to sites where women are employed as nontraditional role models. (December, 1984 & May, 1985 following)
H. Working with local businesses and industries to develop a list of women employed as nontraditional role models. (July, 1984 through August, 1984 & On-going)
I. Securing scholarships for females entering nontraditional occupation programs. (July, 1984 through August, 1984 & On-going)
J. Establishing an advisory council in each college's attendance area which will advise, help develop strategies, and support concepts which are inherent to this program. (July, 1984 through August, 1984)

STUDENT SERVICES
AT JEFFERSON COLLEGE NORTH

BY

FRANCIS (BOB) HRONICEK
STUDENT SERVICES COORDINATOR

Student Services
at Jefferson College North

by

Francis (Bob) Hronicek,
Student Services Coordinator

The Student Services Coordinator for Jefferson College North is responsible for providing a total range of student services for students and area residents of the north center. The coordinator works directly with the Dean of Student Services and the Dean of Continuing and Adult Education to make sure that adequate services are being provided for these students and potential students. Since the center did not open until after Christmas, this report is very brief. James Keehn is the secretary for Jefferson College North.

During the past year the following are noteworthy:

1. A considerable amount of publicity was developed to attract interest in the north center. This resulted in rather heavy concentration of telephone calls and walk-ins in March and April after the Summer and Fall schedules were publicized.
2. Juniors and seniors in the Windsor and Fox Districts were surveyed as to their interest in attending classes at Jefferson College North, and a letter was sent them at a later date by the Office of Field Services.
3. The decision was made to offer the full range of student services at the north center including a career center in the newly remodeled building.
4. The coordinator worked closely with Student Services on the main campus in the registration of students for summer school and fall registration. The results were pleasing since 13 out of 15 classes had enough enrollment to be offered at the north center.
5. The GED Tests were administered in the daytime for the first time in years, and response to daytime testing was very positive.

Areas of concern include:

1. Once the building has been substantially completed we need to develop publicity to attract a larger number of students to the facility.
2. Articulation between the main campus Student Services and Jefferson College North Student Services must be continuously reviewed and monitored.
3. The career center and guidance area needs to be developed with appropriate hardware and information in relation to the space available.

Objectives for the 1984-85 school year include:

I. Develop and implement publicity for the North Center.
   A. Form committee of area residents for suggestions on publicity. (September, 1984)
   B. Elicit ideas of publicity from faculty, students, and staff. (October, 1984)
   C. Implement suggestions. (October, 1984)

II. Develop procedures for working relationships between Student Services at the North and main campuses.
   A. Meet with Dean of Student Services to develop proposed procedures. (October, 1984)
   B. Share proposal with Student Services staff. (November, 1984)
   C. Publish procedures. (December, 1984)

III. Develop career center area.
   A. Work with counselors, administrators, and students to determine what should be included in the career center. (August, 1984)
   B. Order materials and supplies for center. (October, 1984)
   C. Evaluate center use and students satisfaction with center. (March, 1985)

VOCATIONAL GUIDANCE
HIGH SCHOOL LEVEL

BY

ANTHONY C. GEORGES

Vocational Guidance, High School Level

by

Anthony C. Georges

The vocational counselor is responsible for the admission, counseling, attendance monitoring, and grade reporting for all high school students attending the Area Vocational School (AVS). Delores Jackson provides secretarial assistance for this area.

During the past year the following are noteworthy:

1. The counselor handbook was reworded to be more concise.
2. A clear attendance table was developed to show absentee rate by school and program per semester.
3. Forms, correspondence and reports have been stored electronically on a word processing disk.
4. Group orientation for students was provided during the first week of classes.
5. The counselor adjusted his office hours so that he was always available when AVS students were attending the AVS.
6. Considerable information regarding academic performance, attendance and discipline was shared with respective home school district personnel.
7. A study of enrollment trends was completed (See Appendix).
8. A study was conducted to determine the frequency of absenteeism by program and school (See Appendix).
9. Seventy-five per cent of all students who successfully completed the AVS programs enrolled for Fall, 1984 classes at Jefferson College.

Areas of concern include:

1. Enrollment continues to decrease in the Area Vocational School.
2. Attendance and grade reporting systems need to be modified to be more accurate and more efficient.
3. Materials need to be developed for AVS instructors for use during staff orientation week.
4. Electronics students need to be shown the various options for them at the end of their first year of electronics.
5. All record keeping is still done by hand, and computerization should become a higher priority.
6. Screening programs may be necessary for certain vocational programs.

Objectives for the 1984-85 school year include:

I. To increase Area Vocational High School Enrollment for 1984-85.
   A. Administer recruiting questionnaires to currently enrolled students. (May, 1984)
   B. Explore ramifications of new state graduation requirements. (July, 1985)
   C. Schedule fall on-campus tours by junior classes. (September/October, 1984)
   D. Host dinner and tour for math and industrial arts instructors. (September, 1984)
   E. Produce slide-presentation. (October, 1984)

II. Refine attendance and grade reporting systems.
   A. Use student worker to gather attendance information and report absences to high school personnel. (August, 1984)
   B. Use student worker to update attendance information. (September, 1984)
   C. Develop attendance and grade report formats for computer useage. (May, 1985)
   D. Evaluate the system and modify as necessary. (May, 1985)

III. Coordinate a meeting of high school instructors during staff orientation to cover such topics as reporting of attendance, recruitment, etc. (August, 1984)

IV. Present career options program for first-year AVS electronics students.
   A. Invite instructors to present their programs to students. Videotape appropriate programs. (February, 1985)
   B. Work with vocational counselor to present written materials on three electronic options. (February, 1985)
   C. Conduct tours of three electronic laboratories. (February, 1985)

V. Continue to explore computerization of AVS records. (On-going)

TABLE I	AVS ENROLLMENT/SR. CLASS SIZE
TABLE II	AVS HIGH SCHOOL ENROLLMENT BY PROGRAM
TABLE III	AVS COST BY SCHOOL
TABLE IV	ABSENTEE CHART - FALL
TABLE V	ABSENTEE CHART - SPRING

TABLE I

School	1983-1984 Senior Class Size	1983-1984 Area Vocational School Enroll.	1983-1984 % of Senior Class	1984-1985 Senior Class Size	1984-1985 Area Vocational School Enroll.	1984-1985 % of Senior Class
Crystal City	62	13	20.9	62	8	12.9
De Soto	230	27	11.7	241	23	9.5
Festus	145	15	10.3	140	13	9.2
Fox	629	45	7.1	697	44	6.3
Grandview	51	7	13.7	48	5	10.4
Herculaneum	126	22	17.4	146	13	8.9
Hillsboro	200	26	13	197	22	11.1
Northwest	489	31	6.3	489	21	4.2
Windsor	135	11	8.1	138	10	7.2
TOTALS	2,067	195		2,158	159	

The following table demonstrates a comparison of the high school enrollment by program for the 1983-1984 year and preliminary figures for 1984-1985.

TABLE II

	1983-84	1984-85
Architectural Drafting & Construction Technology	13	8
Automotive Technology	24	24
Building Trades (a.m.)	19	18
Building Trades (p.m.)	15	16
Business Management	21	19
Electronics	25	23
Heating, Refrigeration, and Air Conditioning	22	8
Hotel/Restaurant Management	14	8
Machine Shop	*19	12
Mechanical Drafting	7	6
Welding	*16	17
TOTALS	195	159

*The Machine Shop and Welding programs had afternoon classes last year; for the purposes of tabulation, the figures for the morning and afternoon classes in these three programs have been combined.

TABLE III

School	1983-1984 Number of Students	1983-1984 Cost	1984-1985 Number of Students	1984-1985 Cost
Crystal City	12	$ 8,820	8	$ 6,320
De Soto	23	16,905	23	18,170
Festus	13	9,555	13	10,270
Fox	40	29,400	44	34,760
Grandview	7	5,145	5	3,950
Herculaneum	16	11,760	13	10,270
Hillsboro	24	17,640	22	17,380
Northwest	27	19,845	21	16,590
Windsor	9	6,615	10	7,900
	171		159	

Note: 1983-1984 Tuition Cost = $735
1984-1985 Tuition Cost = $790

TABLE IV

ABSENTEE CHART FALL SEMESTER

Days Absent	Number of Students	Architectural Drafting & Construction Technology		Automotive Technology		Building Trades		Business Management		Electronics		Heating, Refrig., Air Cond'g.		Hotel/Restaurant Management		Machine Tool Technology		Mechanical Drafting & Design		Welding Technology	
1	33	2	6	3	4	3	1	-	6	2	6										
2	22	-	3	3	1	6	3	2	2	-	2										
3	21	2	3	4	2	2	4	2	1	-	1										
4	17	1	4	5	2	-	1	1	-	1	2										
5	12	-	-	3	3	1	2	2	1	-	-										
6	6	-	-	2	-	1	-	1	1	-	1										
7	8	-	1	2	2	1	1	1	-	-	-										
8	2	-	-	-	1	1	-	-	-	-	-										
9	4	1	-	-	-	1	1	-	-	1	-										
10	3	1	-	1	-	-	1	-	-	-	-										
11	3	-	-	1	-	1	-	-	1	-	-										
12	1	-	1	-	-	-	-	-	-	-	-										
13	-	-	-	-	-	-	-	-	-	-	-										
14	-	-	-	-	-	-	-	-	-	-	-										
15	1	-	-	-	-	1	-	-	-	-	-										

Days Absent	Number of Students	Crystal City	De Soto	Festus	Fox	Grandview	Harculaneum	Hillsboro	Northwest	Windsor
1	33	1	5	2	4	-	6	6	7	2
2	22	1	2	4	7	1	1	3	3	-
3	21	3	1	-	10	1	1	2	-	3
4	17	1	3	1	3	-	4	3	2	-
5	12	-	2	2	-	1	-	1	6	-
6	6	-	-	1	2	1	-	2	-	-
7	8	2	1	2	1	-	1	-	1	-
8	2	-	-	1	-	1	-	-	-	-
9	4	1	-	-	-	1	1	1	-	-
10	3	1	-	-	-	1	-	-	1	-
11	3	1	-	-	1	-	-	-	-	1
12	1	-	1	-	-	-	-	-	-	-
13	-	-	-	-	-	-	-	-	-	-
14	-	-	-	-	-	-	-	-	-	-
15	1	-	1	-	-	-	-	-	-	-

TABLE V

ABSENTEE CHART SPRING SEMESTER

Days Absent	Number of Students	Architectural Drafting & Construction Technology	Automotive Technology	Building Trades	Business Management	Electronics	Heating, Refrig., Air Cond'g.	Hotel/Restaurant Management	Machine Tool Technology	Mechanical Drafting & Design	Welding Technology	Crystal City	De Soto	Festus	Fox	Grandview	Herculaneum	Hillsboro	Northwest	Windsor
1	15	3	3	1	-	2	2	-	4	-	-	1	1	-	7	-	2	3	-	1
2	17	1	3	-	1	2	3	5	-	-	2	3	1	-	5	-	2	2	2	2
3	13	1	4	2	1	1	-	-	1	2	1	1	3	1	1	-	-	2	4	1
4	21	2	6	5	1	2	1	-	3	-	1	-	1	2	5	-	4	4	4	1
5	18	1	-	5	2	2	2	2	-	1	3	1	3	-	3	1	2	2	6	-
6	13	1	3	4	1	3	-	-	1	-	-	-	1	1	4	-	2	3	2	-
7	13	-	-	4	3	2	1	1	1	-	1	1	3	1	2	2	2	1	1	-
8	10	-	1	2	1	-	-	-	3	-	3	-	2	2	3	1	-	-	1	1
9	5	-	1	-	-	-	1	-	2	1	-	-	-	2	1	-	-	2	-	-
10	6	1	1	-	2	-	-	1	-	-	1	-	1	1	-	1	1	1	1	-
11	5	-	-	2	2	-	-	-	1	-	-	-	1	1	-	-	-	-	1	2
12	5	1	-	3	1	-	-	-	-	-	-	-	-	1	2	-	-	-	2	-
13	2	1	-	-	-	1	-	-	-	-	-	-	-	-	-	1	-	-	1	-
14	4	-	-	1	1	-	1	1	-	-	-	1	1	-	-	1	-	1	-	-
15	3	-	-	1	-	2	-	-	-	-	-	-	-	1	1	-	-	-	1	-

FINANCIAL ASSISTANCE

BY

JEFF FORDE, DIRECTOR

Financial Assistance

by

Jeff Forde, Director

The Office of Financial Assistance assists students in obtaining financial aid to attend Jefferson College. The Director also counsels with students as to college expenses, managing money, and planning for future educational expenses. The secretary for financial assistance is Jane Rader.

During the past year the following are noteworthy:

1. Financial aid grew tremendously, from $612,000 in '82-83 to an estimated $907,000 in '83-84; a 45% growth. Most of this growth was in guaranteed student loan and PELL grant programs.
2. The Financial Aid office received 1078 applications for financial assistance and were able to award 814 students some type of assistance. The other 265 either withdrew, did not attend, or refused aid.
3. While regional statistics indicate that over 50% of families have both parents working, only 34% of the families of students receiving financial aid had both parents working. Twenty-six per cent of all dependent applicants indicated they came from one-parent homes.
4. The average PELL award was $645 with 575 students receiving PELL awards this year.
5. SEOG funds also grew by $400; thus, we were able to help 55 students with SEOG awards averaging $179 each.
6. Eighty students were employed in 1983-84 under the College Work Study Program and earned an average of $735.
7. The Missouri Guaranteed Student Loan program grew to 169 students receiving $358,048 in 1983-84.
8. The Missouri Grant continued to be a very small part of our financial aid program with only 29 students receiving $4700, an average award of $162.
9. Scholarships grew slightly to $114,766.
10. Short term loans also grew to 124 emergency loans for a total of $11,031.
11. Greater efforts were made to publicize financial aid programs by locating new distribution points for financial aid information and making additional presentations to high school and adult groups.
12. A videotape was produced showing various financial aid sources for students at Jefferson College.

13. The scholarship program was promoted greater than it had been in the past; thus, applications were up, and we were able to award recipients earlier in the spring.
14. The Director of Financial Aid worked with personnel from Jefferson College North and the Coordinator of Nontraditional Careers for Women to promote financial aid for their students.
15. The scholarship donor listing was revised and updated, and additional funds were solicited. One endowment increased from $10,000 to $15,000, and two additional scholarships were developed during the year.
16. A financial aid software package was purchased. It will be implemented during the 1984-85 year.

Areas of concern include:

1. The scholarship selection and recruitment process needs revision.
2. Computerization of the Financial Aid office should occur without disruption to on-going financial aid programs.
3. We know little about student attitudes regarding the Financial Aid office procedures.
4. There are still many students and potential students who know very little about finanical aid.
5. New standards for academic progress for financial aid recipients were adopted in 1984-85; however, plans need to be made to implement these new standards.

Objectives for the 1984-85 school year include:

I. Review the scholarship selection and recruitment process by:
   A. Meeting with interested private donors in the area to recruit additional scholarships for Jefferson College students. Increase new scholarships by 10. (October, 1984)
   B. Meeting with current private donors in the area to request additional funds to increase our present scholarships and offset inflationary tuition increases for 1985-86. (December, 1984)
   C. Revising the "Guidelines for Establishing Scholarships" to help publicize and recruit scholarships and encourage applications. (November, 1984)
   D. Helping to organize and coordinate an Academic Scholarship Awards Activity during the Fall Semester to honor scholarship achievement. (October, 1984)

E. Developing plans to initiate and administer additional Jefferson College Board of Trustees Scholarships. (August, 1984)
F. Revising scholarship information as needed: forms, dollar amounts, organizational officers, etc. (February, 1985)
G. Becoming involved with the establishment of fund-raising for Jefferson College. (January, 1985)

II. Help to develop and initiate computerization of the Financial Aid office by:
A. Preparing information to help initiate on-line process: student information, additional staffing, award process, report analysis, etc. (December, 1984)
B. Interphasing, as needed, with the Business Office. (January, 1985)
C. Interphasing, as needed, with the Admissions Office. (February, 1985)

III. Survey student attitudes regarding financial aid office procedures by:
A. Developing a form to survey financial aid students about the application and processing of their financial aid information. (November, 1984)
B. Disbursing survey to students for information and compiling results for annual report in June 1985. (February, 1985)

IV. Increase publicity of Financial Aid programs by:
A. Working with the Director of Public Information to insure timely publications and local news releases on scholarships, regulations and financial aid programs offered. (On-going)
B. Working with the Director of JCTV to insure dissemination of financial aid information through televised programs on JCTV. (September, 1984)
C. Working with the Director of Field Services to insure dissemination of Financial Aid Applications, information booklets, and scholarships to Jefferson County industry and high schools. (On-going)
D. Working with the Director of Admissions to insure information dissemination to students at orientation and registration sessions. (December, 1984; April, 1985)
E. Working with the Dean of Student Services staff at monthly meetings. (On-going)
F. Meeting with groups of students to disburse current information on application and award procedures for Financial aid. (January, 1985)

V. Enforce the new standards of academic progress for financial aid recipients by:

A. Conducting follow-up studies on a sample of students to see how well financial aid students achieve compared to the general Jefferson College population. (June, 1985)

B. Disbursing the new "Standards of Academic Progress for Financial Aid" with all 1984-85 Award Letters to students. (July, 1984)

C. Checking G.P.A. and 50% completion of all attempted credit hours for all financial aid students at the end of each semester. (August, 1984; January, 1985; May, 1985)

D. Maintaining a file of those students currently on financial aid suspension or probation. (On-going)

E. Notifying and explaining to all students not complying with standards of progress about the suspension or probationary periods of Financial Aid Eligibility.(August, 1984; January, 1985; May, 1985)

STUDENT ACTIVITIES

BY

LESLIE WIESER
COORDINATOR OF STUDENT ACTIVITIES

Student Activities

by

Leslie Wieser
Coordinator of Student Activities

The Coordinator of Student Activities is responsible for coordinating the activities of student government, clubs and organizations, intramurals, and cultural arts events. In addition the coordinator supervises the third floor of the Student Center, manages the game room, and coordinates orientation for all new students.

During the past year the following are noteworthy:

1. The six films in the film series and eight mid-day concerts were well received by students and faculty. Many students and staff made comments that they liked the variety of both concerts and films this year.
2. College dances, while not attended as well as we would have liked, were popular enough, especially the Homecoming Dance.
3. The two outdoor concerts in October and April met with considerable favorable response.
4. Student government sponsored two immensely successful blood drives, both going more than 130% over the goal set by the student government and the Red Cross.
5. Homecoming Week activities were the best attended of any in the past three years.
6. The Missouri Association of Community and Junior College Student Governments fall and spring conferences were well attended, the students were well behaved, and the results of the conferences were excellent.
7. The Student Handbook was substantially revised to include a handbook and calendar combination which is both attractive and useful.
8. The Jefferson College Today show was launched with Leslie Wieser serving as one of the hostesses of the program.

Areas of concern include the following:

1. While the Student Handbook has been revised the verdict is still out on how useful it is. It needs to be evaluated thoroughly and revised for the following year.
2. We need to do more to orient faculty sponsors of clubs and organizations as well as recognize them for their efforts.

3. Student Activities programming needs a thorough evaluation to determine which activities should be kept and which discarded.
4. The student worker job functions for the student lounge and game room need to be revised and monitored more thoroughly.
5. The Student Senate needs to be more involved in determining the needs for various student activities.
6. Once we determine what student activities need to be dropped, we need to offer new activities to appeal to new audiences.

Objectives for the 1984-85 school year include:

I. Revise, redesign and evaluate the Student Handbook.
   A. Revise, redesign and print handbook. (July, 1984)
   B. Have Student Senate evaluate handbook. (September, 1984)
   C. Have random sample of students evaluate handbook. (April, 1985)

II. Orientation and recognition for faculty sponsors.
   A. Provide an orientation program for faculty sponsors during staff orientation week. (August, 1984)
   B. Hold recognition luncheon for faculty sponsors. (April, 1985)

III. Evaluate Student Activities programming.
   A. Develop an evaluation form for all activities. (August, 1984)
   B. Complete the evaluation form for each activity. (On-going, completed by April, 1985)
   C. Review results with Student Senate, Student Affairs Committee, and Dean of Student Services. (December and May, 1984-85)

IV. Revise student worker job functions to provide better monitoring of student lounge and better office services for Student Activities.
   A. Present revisions to Dean of Student Services for approval. (August, 1984)
   B. Provide students with written job description and review it with them. (September, 1984)
   C. Evaluate system and revise as necessary. (April, 1985)

V. Involve Student Senate in determining needs for various student activities.
   A. Work with Senate to develop a needs survey. (October, 1984)
   B. Administer survey in October and January. (October and January, 1984-85)
   C. Review results and implement new activities. (On-going)

VI. Provide new student activities.
   A. Offer more low-budget, local talent programming for noon activities. (On-going)
   B. Offer Spring-break trip for students. (January, 1985)
   C. Offer other activities as indicated on student survey. (On-going)

JOB PLACEMENT OFFICE

BY

ROBERT GROSS, DIRECTOR OF JOB PLACEMENT
ANTHONY GEORGES, ASSISTANT DIRECTOR
FRIEDA PARK, PLACEMENT COUNSELOR

Job Placement Office

by

Robert Gross, Director of Job Placement
Anthony Georges, Assistant Director of Job Placement
Frieda Park, Placement Counselor

The Office of Job Placement is responsible for preparing students for employment and helping them obtain employment. While the focus is mainly on vocational-technical students completing certificates and associate degrees, the office personnel also work with all students to help them find part-time off campus jobs, and with any student looking for full time employment upon finishing their work at Jefferson College. Personnel also try to work with those drop-outs who want assistance with job placement. Delores Jackson is the secretary for Job Placement.

During the past year the following accomplishments are noteworthy:

1. In spite of a sluggish economy, job-related placement was 80% for the 1983 graduating class. Placement was excellent in accounting technology, animal health technology, associate degree nursing, business management, fire science, hotel and restaurant management, practical nursing, secretarial/clerical science, and word processing. Placement was good in architectural drafting, automotive technology, data processing for business, electronics (communications), and electronics (digital microprocessor). Placement was only fair in emergency medical technology, machine tool technology, mechanical drafting and design. Placement was very poor in heating, refrigeration and air conditioning, welding technology, and office machines sales and service. (See Appendix)
2. While the machine tool placement percentage was low, this was largely due to an increase from 14 graduates in 1981 to 35 graduates in 1983. Twenty-one students were placed in 1983 versus 14 in 1981.
3. Placement office staff administered approximately 3 hours of pre-employment instruction to 26 different vocational-technical classes that were to graduate.
4. A total of 205 resume's were prepared for upcoming graduates with word processing students again typing the majority of these in their laboratory experience.
5. On a trial basis, several students from three of our majors were given video-taped practice interviews on campus using actual employers.
6. The placement office added approximately 400 new company cards to its file of over 6600 cards.

7. Employer brochures were updated and reprinted for 5 programs, and a placement office brochure summarizing services to students and employers was again printed and distributed.
8. A new color-photo album was developed highlighting the school's vocational-technical training programs for use with employer visits and career days.
9. The Coordinator of Job Placement now attends the monthly meeting of the American Field Services Management group. This is a group of electronic field service managers.
10. Seventy-four companies were visited by the staff. A job placement office advisory committee was developed, and a meeting was held to elicit input from the group. The staff coordinated meetings of all other advisory committees for vocational-technical programs which has allowed them to meet several other potential employers.
11. The Job Placement office sponsored two career days this past year for students in vocational-technical areas. One career day included all business-related fields and the second career day focused on trade programs. Feedback from both students and employers was very positive.
12. A project which began at the end of the previous year was continued for the past year--that of sending a placement newsletter to potential employers. The publication has resulted in many job leads for students as well as favorable comments from employers regarding the newsletter.
13. Thirty-five students were placed in part-time jobs this year, and 182 others registered with the office for jobs which may become available.
14. The staff visited first-year classes in vocational-technical programs to discuss employment outlooks in their fields and, hopefully, to encourage them to look at the job market early in their college careers.
15. The Coordinator of Job Placement participated in the early conferences with personnel from MCI in laying the groundwork for the telecommunications program.
16. Job Placement staff attended a number of workshops and meetings, especially in the area of industrial robots and robotics as well as general electronics.

Areas of concern include the following:

1. Job Placement services need further attention in the area of publicity.
2. Better methods need to be developed for reaching all vocational-technical students with pre-employment preparation. It is true mainly because the number of vocational-technical graduates has increased 40% since 1980, while the staff size has not increased.

3. A systematic system of updating Job Placement office employer cards needs to be developed.
4. The contact and file system for robotics and telecommunications needs attention.

Objectives for the 1984-85 school year include:

I. Provide new means of publicizing the services of Job Placement office.
   A. Develop job placement column for the "Harbinger." (August, 1984)
   B. Develop two cable TV presentations. (November, 1984 and April, 1985)
   C. Put up sign, "Job Placement" outside of job placement area. (August, 1984)
   D. Monitor other forms of publicity and revise as necessary. (On-going)

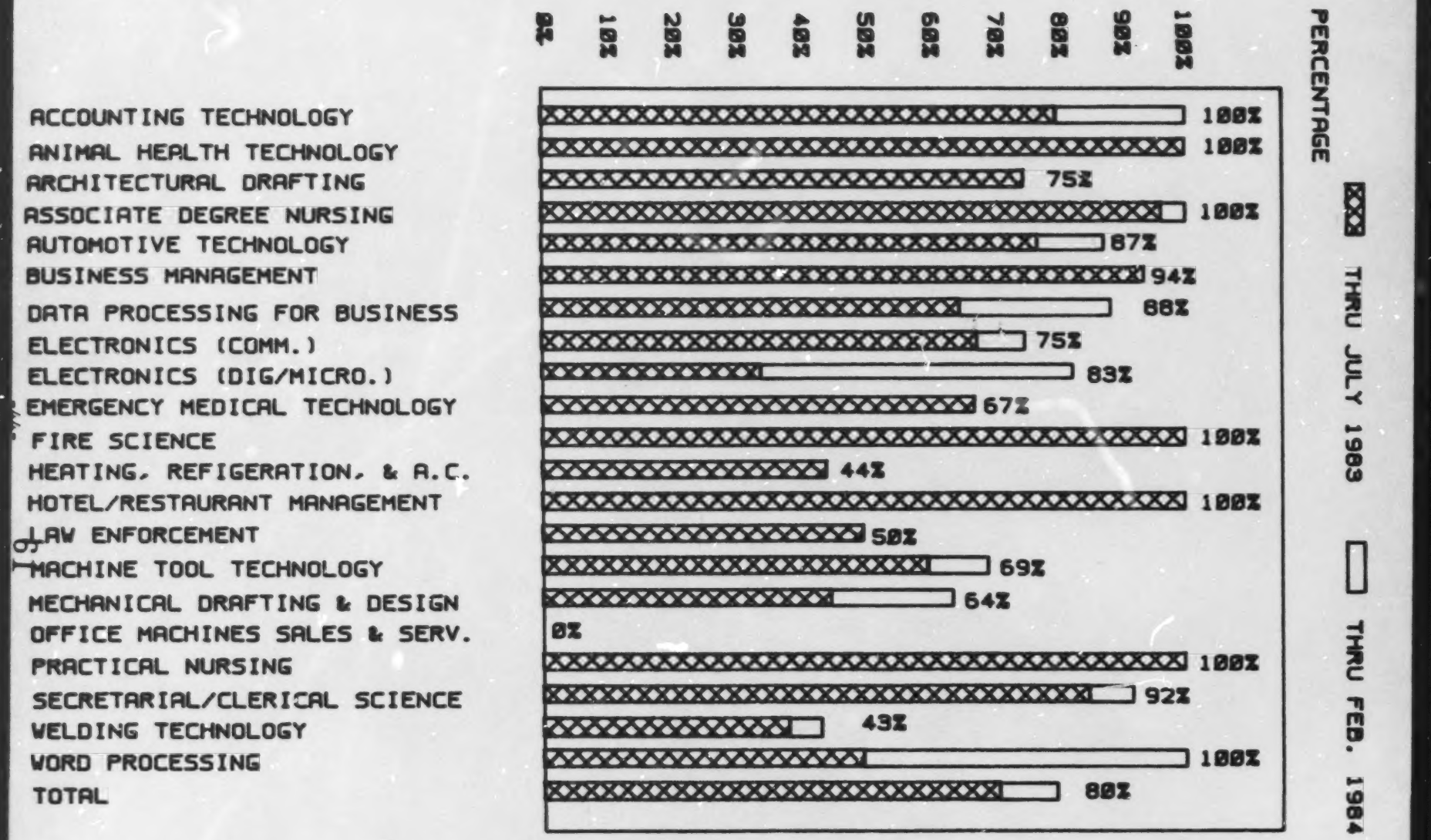
II. Research the feasibility of requiring a credit course in pre-employment preparation for upcoming graduates of vocational-technical programs.
   A. Survey each vocational-technical area to assess the need for the course. (October, 1984)
   B. Develop 8 clock-hour course adaptable to all vocational technical areas. (September, 1984)
   C. Implement course if need and support warrant it. (December, 1984)

III. Update employer cards in Job Placement office.
   A. Update one-fifth (1200) cards. (September, 1984)
   B. Develop a rotating system for updating cards in future years. (September, 1984)

IV. Refine contact and file system for robotics and telecommunications.
   A. Refine robotics file system, contacting the employers identified 1983-84. (March, 1985)
   B. Establish employer card file for telecommunications and contact key employers. (March, 1985)

FOLLOW-UP PLACEMENT PERCENTAGES

PROGRAM PERCENTAGES AS OF 1983 AND FEBRUARY, 1984


0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
PERCENTAGE
THRU JULY 1983
THRU FEB. 1984
ACCOUNTING TECHNOLOGY
ANIMAL HEALTH TECHNOLOGY
ARCHITECTURAL DRAFTING
ASSOCIATE DEGREE NURSING
AUTOMOTIVE TECHNOLOGY
BUSINESS MANAGEMENT
DATA PROCESSING FOR BUSINESS
ELECTRONICS (COMM.)
ELECTRONICS (DIG/MICRO.)
EMERGENCY MEDICAL TECHNOLOGY
FIRE SCIENCE
HEATING, REFIGERATION, & A.C.
HOTEL/RESTAURANT MANAGEMENT
LAW ENFORCEMENT
MACHINE TOOL TECHNOLOGY
MECHANICAL DRAFTING & DESIGN
OFFICE MACHINES SALES & SERV.
PRACTICAL NURSING
SECRETARIAL/CLERICAL SCIENCE
WELDING TECHNOLOGY
WORD PROCESSING
TOTAL
100%
100%
75%
100%
87%
94%
88%
75%
83%
67%
100%
44%
100%
50%
69%
64%
0%
100%
92%
43%
100%
80%

PERCENTAGES

	Major	1983 Grad.s as of 2/84 Placed Rel.	Placed Other Field	Cont. Ed.	Enter Mil.	Total Placed	Unemployed	1984 Grad.s as of 7/84 Placed Rel.	Placed Other Field	Cont. Ed.	Enter Mil.	Total Placed	Unemployed
10	Accounting 12	83	0	17	0	100	0	86	0	0	0	86	14
15	Animal Health 15	100	0	0	0	100	0	83	0	0	8	91	9
8	Arch. Drafting 8/0	38	12	38	12	100	0	100	0	0	0	100	0
11	Automotive 9/10	86	7	0	0	93	7	55	9	0	0	64	36
18	Business Mgt. 16/1	77	5	18	0	100	0	89	0	6	0	95	5
24	Data Processing 24/0	76	0	0	0	76	24	35	10	5	0	50	50
10	Elect.s(Comm.s)	69	8	0	8	85	15	40	0	30	0	70	30
8	Elect.s(D.M.) 14/10	72	0	14	14	100	0	50	0	0	0	50	50
2	Elect.s(Rob.s)	-	-	-	-	-	-	100	0	0	0	100	0
3	E.M.T. 0	67	33	0	0	100	0	-	-	-	-	-	-
1	Fire Science 1/0	100	0	0	0	100	0	100	0	0	0	100	0
22	H.R.A.C. 17/4	40	15	5	0	60	40	57	10	3	10	80	20
5	Hotel/Rest. 5/1	100	0	0	0	100	0	100	0	0	0	100	0
1	Industrial Fore. 1/1	50	50	0	0	100	0	0	100	0	0	100	0
5	Law Enforcement 4/1	33	0	33	0	67	33	0	0	67	0	67	33
18	L. P. N. Prac 9/18	100	0	0	0	100	0	100	0	0	0	100	0
28	Machine Tool 5/21	66	21	3	5	95	5	61	9	18	0	88	12
1	M. T. (Rob.s)	-	-	-	-	-	-	100	0	0	0	100	0
11	Mech. Draft. 8/4	64	36	0	0	90	10	55	0	18	0	73	27
22	A. D. N. RN 21/0	100	0	0	0	100	0	95	0	0	0	95	5
0	O.M.S.S. 0/2	0	0	50	0	50	50	0	100	0	0	100	0
9	Cler. Science	100	0	0	0	100	0	100	0	0	0	100	0
	Sec. Science 30/3	86	0	0	0	86	14	100	0	0	0	100	0
16	Welding 2/18	37	33	7	7	85	15	64	8	7	0	79	21
23	Word Proc.	93	0	7	0	100	0	95	0	0	0	95	5
	TOTALS	74	10	6	2	92	8	74	4	9	1	88	12

JOB TRAINING PARTNERSHIP ACT
MAIN CAMPUS

BY

FRIEDA PARK
VOCATIONAL COUNSELOR

Job Training Partnership Act
Main Campus

by

Frieda Park, Vocational Counselor

The vocational counselor is responsible for working with the students enrolled in two JTPA classes at the main campus--clerk typist and auto body.

Areas of accomplishment during 1983-84 include:

1. An effective screening system was developed to screen students for JTPA programs.
2. Instructors reported the disciplinary problems were virtually nil and only 3 attendance problems developed out of the 35 students enrolled in the two programs.
3. The educational progress of the students was described by the instructors as exceptional, which should help in placing students as they finish the programs in July and August. Four of the six people working for high school equivalency were able to obtain their GED certificates.
4. Four three-hour pre-employment preparation sessions were conducted with auto body students.
5. Six three-hour pre-employment sessions were conducted with clerk typist students.
6. Thirty-two students developed resume's, and 29 of the students registered with the placement office.
7. Two four-hour assertiveness training seminars were conducted.
8. The counselor worked with 22 students regarding personal problems and 8 students with academic problems; 3 students were referred to other agencies.
9. Twenty-six job development visits were made by the counselor to various companies.

Areas of concern include the following:

1. In 1984-85 the clerk typist program is set up to be a somewhat open entry/exit program. This will be a new approach and will need some publicity and explanation for students.
2. The JTPA South counselor has a combination position. This needs to be evaluated to see whether the best use of her time is being accomplished.

Objectives for the 1984-85 school year include:

I. Publicize and explain the clerk-typist program.
   A. Meet with instructor(s) to see what publicity is needed. (August, 1984)
   B. Publish the requested material. (August, 1984)
   C. Solicit student opinions of the program. (November, 1984)

II. Evaluate the position of JTPA Counselor/Placement Specialist.
   A. Meet with Dean of Student Services and Director of Job Placement to evaluate job functions. (July, 1984)
   B. Recommend reallignment of job functions. (August, 1984)
   C. Implement revisions and evaluate results. (April, 1985)

JOB TRAINING PARTNERSHIP ACT
JEFFERSON COLLEGE NORTH

BY

FRANCIS (BOB) HRONICEK
VOCATIONAL COUNSELOR

Job Training Partnership Act
Jefferson College North

by

Francis (Bob) Hronicek, Vocational Counselor

The counselor for Jefferson College North is also the counselor for all JTPA programs held at the North Center.

During the past year the following are noteworthy:

1. A screening process was developed and implemented to select students for the various JTPA programs.
2. Programs were started in nurse assistant, retail sales, and clerk typist at the north campus.
3. The selection process proved to be quite successful in terms of the low percentage of discipline problems, the excellent attendance, and the high completion rate for the three programs. A similar selection process, without using a career assessment inventory, was administered to all clients who wanted to begin the May 14 retail sales or nurse assistant classes. This selection process also proved to be successful.
4. The two week job search program was conducted at the north campus, and students are in the process of obtaining jobs at this time.

Areas of concern are:

1. Maintaining a high level of placement will be difficult and needs immediate attention.
2. Insuring a high quality of students will also be difficult since more and more people who would qualify for JTPA are finding work in industry.

Objectives for the 1984-85 school year include:

I. Implement new placement procedures to encourage high placement of JTPA graduates.
   A. Establish an inventory preparation for each student. (October, 1984)
   B. Improve pre-employment preparation competencies. (October, 1984)
      1. Work with instructors to review present pre-employment presentations.
      2. Recommend changes as needed.
      3. Make the counselor more visible to students by having him speak more often to classes.
      4. Expand the Job Search component to an on-going services for all JTPA students.

II. Develop procedures to encourage high quality student enrollment in JTPA programs.

A. Present plans for publicity of programs to the Deans of Student Services and Continuing Education. (August, 1984)

B. Retain previous selection process, especially the interview sessions. (August, 1984)

C. Evaluate selection process against the success of JTPA students in their JTPA programs. (December, 1984)

TRAINING PROGRAM STATUS SUMMARY

JOB TRAINING PARTNERSHIP ACT

TRAINING PROGRAM STATUS SUMMARY

Activities through June 15, 1984

	AUTO BODY REPAIR	CLERK TYPIST NORTH	CLERK TYPIST SOUTH	NURSE ASSISTANT I	NURSE ASSISTANT II	RETAIL SALES I	RETAIL SALES II	TOTAL
I. PARTICIPANTS ENROLLED	15	22	22	14	15	14	16	118
II. PARTICIPANTS ACTIVE	12	16	17	0	13	0	16	74
III. PARTICIPANTS TERMINATED	3	6	5	14	2	14	0	44
A. ENTERED EMPLOYMENT	—	2	2	7	2	13	—	26
1. Training Related	—	2	2	7	2	12	—	25
2. Non-Training Related	—	—	—	—	—	1	—	1
B. HEALTH CONSIDERATIONS	1	—	2	—	—	—	—	3
C. MOVED FROM AREA	—	2	—	—	—	—	—	2
D. REFUSED TO CONTINUE	2	1	1	3	—	—	—	7
E. ADMINISTRATIVE SEPARATION	—	1	—	1	—	—	—	2
F. COMPLETED COURSE/SEEKING EMPLOYMENT	—	—	—	3	—	1	—	4

JOB SEARCH PROGRAM

BY

FRANCIS (BOB) HRONICEK
DIRECTOR OF JOB SEARCH

Job Search Program

by

Francis (Bob) Hronicek
Director of Job Search

Job Search was an on-going program conducted by Jefferson College in Festus, Missouri, from January, 1980, through September, 1983. During this time, 1,114 individuals received services through the program.

The program was designed to teach job seeking skills and to promote employment. This was done by teaching a behavioral method of job seeking and working with clients to implement that method.

Of the number who received services, 483 (43.3%) found non-subsidized employment. Another 122 (10%) either entered another Manpower program, returned to school, received services from the Division of Vocational Rehabilitation or joined the military. Attached is a full statistical summary of the program.

The program did not meet its employment goals, but considering the national, state and local employment statistics during the program's existence, it did quite well. Furthermore, it exposed a segment of the population, normally not associated with post-secondary education, to Jefferson College.

This type of program, although incorporated into current Job Training Partnership Act programs, has a value standing alone.

TOTAL ACTIVITY SUMMARY

JOB SEARCH PROGRAM — Festus
Total Activity Summary
January 1980 - September 1983

A. Number of individuals referred this period 1503

B. Number of individuals enrolled this period 1114 (74.1%)

C. Number of individuals terminated this period without obtaining employment 631 (56.6%)

1. Terminated after:

1 day	32 (5.0%)	4 days	29 (4.5%)	day 11-15	38 (6.0%)
2 days	7 (1.1%)	5 days	33 (5.2%)	day 16-20	59 (9.3%)
3 days	12 (1.9%)	day 6-10	54 (8.5%)	day 21-24	367 (58.1%)

2. Reason for termination:

a. completed 24 days participation	308 (48.8%)	f. moved from the area	40 (6.3%)
b. entered another Manpower program	70 (11.0%)	g. refused to continue	77 (12.2%)
c. health-pregnancy	24 (3.8%)	h. cannot locate	26 (4.1%)
d. transportation problems	19 (3.0%)	i. administrative separation	2 (0.3%)
e. child care problems	9 (1.4%)	j. other (specify)	56 (8.8%)
		school	44 (6.9%)
		DVR	2 (0.3%)
		military serv.	6 (0.9%)
		temporary job	2 (0.3%)
		jail	1 (0.1%)
		death	1 (0.1%)

D. Number of individuals terminated this period after obtaining employment 483 (43.3%)

Terminated after:

1 day	17 (3.5%)	4 days	30 (6.2%)	day 11-15	68 (14.0%)
2 days	24 (4.9%)	5 days	43 (8.9%)	day 16-20	55 (11.3%)
3 days	38 (7.8%)	day 6-10	105 (21.7%)	day 21-24	103 (21.3%)

E. Number terminated this period 1114

SUMMARY OF SERVICES TO HANDICAPPED STUDENTS

BY

BILL BAY

Summary of Services
to Handicapped Students

by

Bill Bay

Fifty students were identified as having identifiable handicaps to employment. This represents an increase of approximately seventy percent more than the 1982-83 school year. Two factors have probably contributed to this substantial increase. First, we have made a more concerted effort to identify these persons, and secondly, we have taken a more active part in the assessment and accommodation of those students referred by agencies sponsoring handicapped persons. For example, we have offered aptitude and interest testing for prospective students, follow up service for currently enrolled students and office space for the sponsor to review their clients.

A file is maintained of those students receiving some form of rehabilitation services. Special needs and general academic progress are noted and kept in this file.

Thirty-four of the fifty students we have identified have pre-enrolled for the Fall, 1984 school year. Four of the fifty graduated this spring. The twelve who have not enrolled for the Fall Semester will be contacted to determine what plans they are making and if we can be of any assistance.

Next year we hope to establish more frequent contact with this group. A letter will be sent by October 1 to acquaint them with our services and inform them of their contact person in the Student Services Office. A follow up letter will be sent by December 1 to encourage them to visit with their contact person to review their progress during the first semester.

A third letter will be sent by March 15 to suggest they review their progress and plans for the next year with their sponsor.

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UNIVERSITY OF CALIFORNIA

NOV 23 1984

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Los Angeles, California 90024